DOCUMENT RESUME

ED 144 301 EC 102 245

AUTHOR	Watts, Eldon; Harkins, Judy Athey
TITLE	Feasibility Study of Postsecondary Education for Deaf People 1977. Report III: Complementary Community Resources for a College Program for Deaf Students. Report IV: A Conference on Deafness for Community College Personnel.
INSTITUTION	Howard Community Coll., Columbia, Md.
SPONS AGENCY	Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
PUB DATE	77
NOTE	63p.; For related information, see EC 101 382
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	Aurally Handicapped; *Community Colleges; Community Resources; *Community Services; Conferences; *Deaf; Exceptional Child Services; *Post Secondary Education
IDENTIFIERS	District of Columbia; Maryland (Baltimore)

ABSTRACT

Presented are two reports concerning services for deaf individuals at the post secondary level. The first report details community social services available to deaf persons in Baltimore and Washington D.C. metropolitan areas. Information is provided on 15 types of services, including information and referral agencies, speech and hearing centers, rehabilitation services, and police and correctional services. Contained in the second report is a description of a conference designed to increase awareness about the needs of deaf students on the part of community college personnel. Included in nine appendixes are a sample conference brochure, agenda, list of handouts, and the text of the keynote address delivered by M. Vernon. (CL)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED144301

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Feasibility Study of Postsecondary Education for Deaf People

1977

Howard Community College

Judy (Athey) Harkins, Project Coordinator

Report III: Complementary Community Resources for a College Program for Deaf Students

Report IV: A Conference on Deafness for Community College Personnel

This Project is made possible by the Division of Vocational-Technical Education of the Maryland State Department of Education, with funds from the Vocational Education Amendments of 1968, P.L. 90-576.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Judy Athey Harkins

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

EC 102245

Complementary Community Resources for a Community College Program for Deaf Students

by Eldon Watts, Student,
Western Maryland College
and
Judy (Athey) Harkins
Project Coordinator
Feasibility Study of Postsecondary
Education for Deaf People

Howard Community College
Columbia, Maryland

Complementary Community Resources for a Community College Program for Deaf Students

Community college students sometimes need services outside of those provided by the community college. If the college is not equipped to handle a problem or answer a need, a counselor or faculty member may refer the student to an agency or volunteer group in the community for assistance.

What happens if the student is deaf? Are these community services open to deaf people?

Theoretically, the answer is yes. Deaf people, as taxpaying citizens and members of their communities, have the right to use these services. In practice, however, deaf people very often do not have access to the services of a community because of the communication gap and a lack of awareness among public servants of the implications of deafness. Anyone who has deaf friends has heard frustrating stories of the problems these individuals have encountered. Although frustrations with public service agencies are not unique to deaf people, they are more severe because every length of red tape results in more communication, more use of the telephone, more angry or uncomfortable faces.

Thus, the college counselor of deaf students must choose 1) to allow the student's problems to continue without outside assistance; 2) to refer the student to the appropriate agency and let the student handle it alone; or 3) to provide support necessary (in many cases, this will begin with an interpreter). Of course, if a nearby agency provides direct services for deaf people, the referral can have successful results. For example, in Howard County, a deaf person can call a teletype number at Central Alarm for information and referral assistance. Legal problems can be referred to the law clinic of the National Center for Law and the Deaf. It is the exception to the rule, however, when deaf people have direct access to an agency.

If the counselor can arrange for an interpreter for the student, the problem may seem to be resolved, but who pays for the interpreter's time? Does one interpreter follow through on subsequent visits? What if counseling is required? The interpreter is a poor substitute for one-to-one counseling. What happens if the problem is a very personal one, and the student does not want to use an interpreter whom he sees every day in class?

Obviously, a simple referral becomes a complex issue for the deaf person and the professional who serves him. The process of changing this situation is a huge one, involving change in both large complex bureaucracies and small organizations which function on very limited budgets. Moreover, there has been very little pressure to open more services for deaf people. Many deaf people, long since conditioned by useless contacts with certain agencies, have stopped trying to obtain services.

Method

In an attempt to locate available community services for deaf individuals, two basic methods were used. First, an analysis of the Directory of Services for the Deaf in Maryland and Washington, D.C., 1976, compiled by Cindy Scheib of Western Maryland College, was made to determine where existing services for the deaf people are centralized. This booklet is an essential resource for any community college serving deaf students.

Second, a spot check of those agencies most likely to be used by community college students was made to attempt to learn of any services available in addition to those listed in the Directory. The researcher received valuable information on outside agencies typically used by college students from Rod Ferrell, of the Student Services Department at Gallaudet College, and Dr. Robert Levine, a counselor at Howard Community College.

Analysis of the Directory of Services

The services included in this analysis were ones which serve a community college-aged clientele. Also, only services in metropolitan Baltimore and metropolitan Washington, D.C. were included, since these are the two population centers of the state. The agencies were separated according to area served: Washington or Baltimore. This was determined by the location of the main office, and then the locations of any branch offices.

Generally speaking, metropolitan Washington provides much more comprehensive services for deaf people than does metropolitan Baltimore. This is probably due to the fact that Gallaudet College is located there, and often deaf people will become established in the community near the school from which they have recently graduated. Gallaudet College has worked with local agencies to provide support services for their students. The members of the deaf community in Washington are better educated, and thus exert more pressure on agencies to provide comprehensive support services. The Baltimore deaf population is less well educated than the Washington deaf population. Thus, they are placed in the position of not knowing how to work through the system and exert pressure to better the services offered. Consequently, Baltimore's deaf population does not have adequate support services.

For the following information, some definitions are necessary. "Services for deaf people" refers to having personnel trained in sign language and/or deafness, and/or having a TTY service. Many agencies will provide an interpreter for the deaf client, but this is not an actual service by agency personnel. Usually, the deaf individual must demand an interpreter, and often they are still not provided.

All metropolitan Washington police forces have TTY services, and at least

several employees trained in sign language, whereas the metropolitan Baltimore area only has two TTY's: one at the State Police headquarters in Pikesville, and one at the Howard County Police Department. The latter teletype serves all of the Baltimore area. Capitol Transit Authority provides a TTY service to relay information and bus schedules, while Baltimore's Mass Transit Administration does not provide this service.

The Washington area has 13 churches serving the deaf community; Baltimore has four. Four recreational and social programs and clubs have been established in Washington, as compared to one in Baltimore. There are six additional programs which serve both metropolitan areas.

Metropolitan Washington offers eight information and referral services, whereas Baltimore offers three. An additional eight services serve both areas. Metropolitan Washington has six educational and library services as compared to one in Baltimore. Four additional services serve both areas.

All speech and hearing clinics in both metropolitan areas claim to have staff trained in sign language. Most other services are equally distributed between the two metropolitan areas, but are not sufficient to meet the need.

There may have been some changes in services offered since the directories are one to two years old.

A Spot Check of Other Agencies

Originally, the intent was to include any social service agency that might possibly be used by a deaf community college student. A survey of the Directory of Community Services in Maryland, 1975 (Health and Welfare Council of Central Maryland, Inc.) was made to locate possible agencies in these two metropolitan areas that would be beneficial to deaf community college students. A list of over 500 agencies was compiled, and due to a lack of time and resources, this has to be greatly limited.

Agencies offering key types of services such as abortion and family planning counseling, alcohol and drug counseling, general counseling and guidance, mental health services, medical health services, police services, and transportation services, were contacted. A spot check of one or two agencies in each category of service was made by telephone to each metropolitan area. A verbal questionnaire was administered to determine if services are provided for deaf clients, or if the agency will begin serving a deaf clientele. In some cases, the person interviewed knew of existing services elsewhere. When this happened, the researchers followed up with a call to the agency mentioned. Information gathered from the telephone interviews has been included as an example of what services are or are not available; specific information can be found in Appendix A. These services will be the focus for the recommendations for improving service delivery to deaf clients.

In this report, agencies contacted are grouped according to the types of existing or potential services to deaf people. The area served by each agency will be included.

Results of the Spot Checks

A group of abortion clinics and family planning and counseling services were contacted. Of the agencies contacted, only one center in Washington had services for deaf clients, and one agency that provides services to both metropolitan areas said they provide interpreters for deaf clients. The other four agencies provide no services for deaf people.

Basically, most hospitals, including St. Elizabeth's Hospital, will provide interpreters for deaf patients, with only Good Samaritan Hospital in Baltimore offering no services for deaf people. St. Elizabeth's Hospital and Greater Baltimore Medical Center both have personnel trained in deafness and sign language. The Maryland State Mental Hygiene Administration is placing no

pressure on the state public and private mental health facilities to provide services for deaf people. Consequently, very few workers learn sign or specialize in deafness.

Of the information and referral services contacted, they were fairly well split in providing services for deaf people. The American National Red Cross, Deaf Referral Services, the National Center for Law and the Deaf, and the University of Maryland Cooperative Extension Service provide comprehensive services for both deaf communities, each in their own area. The Washington Society of Clinical Psychologists refers all cases to one psychologist who is deaf. Three lawyers in the Montgomery County Bar Association have TTY services. No list has been compiled of those lawyers, dentists, psychologists, physicians, emergency service workers, workers for the Maryland State Division of Vital Statistics, or employees of the Maryland State Mass Transit Administration who know sign language or who are specialized in working with deaf people. The Health and Welfare Council of Central Maryland, Inc., has a joint information and referral service established with Deaf Referral Services, where if DRS cannot answer a question they can call the Health and Welfare Council for the information and then relay it back to the deaf individual. The Social Security Administration and Internal Revenue Service both have TTY services, and have trained some staff in sign language. Catholic Deaf of Baltimore provides comprehensive religious, social, and counseling services for Catholic deaf individuals.

No alcohol or drug abuse self-help groups are available in the Baltimore-Annapolis area, however, Alcoholics Anonymous in Washington has one group for deaf people. Although Alcoholics Anonymous headquarters has no TTY service, the deaf group does have a TTY.

Most of the hotlines contacted have workers who specialize in deafness and who know sign language. All but one have TTY services, or will be getting them in the near future.

All rehabilitation services contacted have at least several staff members who are trained in sign language and offer comprehensive services for deaf clients. Most are presently in the process of getting TTY services.

The local Departments of Social Services are split between the two metropolitan areas in providing services for the deaf communities. Baltimore City has one worker trained in sign language and deafness, while Anne Arundel County will provide an interpreter, and Prince George's County has some staff who know sign language. Howard, Montgomery, and Baltimore Counties require deaf people to provide their own interpreters. These agencies are required by law to offer comprehensive services to deaf people, but there has been no pressure placed on them to make them provide services.

Baltimore City Department of Recreation and Parks has a center for the handicapped and is presently working to expand their existing services for deaf people. Anne Arundel, Prince George's and Howard Counties will provide interpreters for deaf groups of greater than three people. Montgomery and Baltimore Counties offer no programs for deaf people.

All Baltimore-Annapolis area health departments have no staff trained in sign language or deafness. Consequently, the deaf client must provide his own interpreter if they want to use these services. Montgomery County will provide an interpreter, and Prince George's County has one volunteer in the department on Tuesdays who knows sign language. However, no real services are provided for the deaf clients by the department staff.

All Washington area public libraries have TTY services and are training

staff in sign language. Baltimore City and County and Anne Arundel County have no TTY service, and all but Baltimore County has staff trained in sign language. Montgomery County provides education and consumer education programs for deaf people.

The final major group of services contacted were police and correctional services. Maryland State Police, Metropolitan (Washington) Police, Prince George's and Howard Counties have TTY services. Baltimore City and County, Metropolitan (Washington), Montgomery, Howard and Prince George's Counties Police forces have access to several people who know sign language and are on call 24 hours per day. Mainly police forces rely on writing or the deaf individual providing his own interpreter. The District Court of Maryland is required by law to provide interpreters for deaf people, however, they have not trained staff in sign language or deafness. The Maryland State Division of Parole and Probation has no staff trained in sign language or deafness, according to the person interviewed. The deaf person must provide his own interpreter to use these services.

A Caution. Because the agencies were self-reporting, it is difficult to judge the actual availability of services. For example, a reported staff member who knows sign language may actually be familiar with fingerspelling, or may have taken a beginning course in manual communication at one time. Although such employees are well intentioned, their capacity to assist in anything except superficial contacts may be very limited.

This spot check as a means of obtaining information on services is at best sketchy. It is not intended as a guide for all services in Maryland, but rather as a barometer to indicate to what extent conditions for Maryland's deaf people are improving. The Directory of Services for the Deaf in Maryland and Washington, D.C., 1976 is the best local summary of services at our disposal.

Other Resources: Staffing a Community College Program

The Maryland-Washington, D.C. area is fortunate to have excellent training programs in deafness. Graduate programs at Western Maryland College and Gallaudet College prepare teachers of deaf children; Western Maryland College and the University of Maryland prepare social workers in deafness; Gallaudet College also prepares audiologists, counselors, and administrators who desire employment serving deaf people. In addition, there are numbers of professionals with substantial experience working with deaf adults in the state. A new program for deaf students in a community college should have little difficulty in locating trained and experienced professional staff.

Many speech and hearing agencies are located in Maryland. A new program for deaf students should attempt to establish a cooperative arrangement with such an agency so that students can have the benefit of their facilities and trained staff.

Probably the biggest problem to be faced in staffing a program is the lack of available interpreters locally. The Baltimore area has few certified interpreters. In the Washington, D.C. metropolitan area, there are substantial numbers of certified interpreters but, unfortunately, most of them are already employed full-time in some professional capacity. Frederick has a fair supply of skilled people, but as in Washington, D.C., many are employed full-time elsewhere.

Therefore, a community college which elects to serve deaf students should also provide interpreter training, either in the non-credit or credit program. Fortunately, the regional office of the National Interpreter Training Consortium is located at Gallaudet College. The charge of the NITC (funded by the Rehabilitation Services Administration) is to assist in the establishment of and improvement in interpreter training. Technical assistance and some materials are available free of charge from this office.

Deaf adults do not have equal access to most community resources used by the general public. This situation complicates the referral process when a deaf community college student needs outside assistance.

A helpful resource for community college personnel working with deaf students is A Directory of Services for the Deaf in Maryland and Washington, D.C., 1976. Also, Appendix A of this report lists almost 100 state and local agencies and indicates the presence or absence of services for deaf individuals in each.

Of the two population centers in Maryland, the Washington, D.C. metropolitan area has far more services for deaf individuals. In considering an ideal site for a community college program, this is an important factor which can be analyzed two ways. On one hand, locating a program among other community resources serving deaf people will have a positive influence on the early years of a program for deaf students. However, the presence of a new community college program can in turn stimulate increased awareness and new services in the surrounding area. Since the Baltimore area is lacking in services, would it be a more balanced approach to aim for a community college program there? There is no simple answer to this question.

Recruitment of full-time professional staff for a community college program for deaf students should not be difficult in this area. Increased interpreter training opportunities may be necessary, since several part-time interpreters will be needed at all times. Ideally, the interpreter training courses should be offered by the community college serving deaf students, so that a supply of interpreters is available and so that new interpreters can have access to practicum experiences.

APPENDIX A

SERVICE DELIVERY IN SELECTED STATE AND LOCAL AGENCIES

Type of Agency	Name of Agency	Description of Services	Services for Deaf
Information and Referral Services	American National Red Cross Baltimore Regional Chapter	public information and help emergency services	sign language classes, emergency interpretation, Deaf Awareness programs, first aid classes for deaf, blood donor coverage
	Deaf Referral Services, Inc.	information and referral, counseling, education	comprehensive services for deaf
	National Center for Law and the Deaf	legal counseling, legal action and advocacy, lawyer referral, education workshops	comprehensive services for deaf
	Washington Society of Clinical Psychologists	information and referral for psychologists	all cases referred to one deaf psychologist who signs
	Psychologist Referral Service of the Baltimore Association of Consulting Psychologists	psychological information and referral	no services provided for deaf deaf must provide own interpreter
	Maryland State Dental Association	dental information and referral	hope to develop list of dentists who know sign and would like to add a TTY service
	Lawyer Referral Services of the Bar Association of Montgomery County	lawyer information and referral	3 lawyers have TTY, very interested in helping deaf, but don't have list of lawyers who know sign
	Lawyer Referral Service of Baltimore County	lawyer information and referral	no services for deaf, deaf must provide own interpreter
	Health and Welfare Council of Central Maryland, Inc.	general information and referral services, food stamp hotline	has referral system set up with Deaf Referral Services
	Baltimore County Medical Association	medical information and referral	no services for deaf
	Prince George's Medical Society	medical information and referral	no services for deaf
	Maryland Poison Information Center	emergency poison medical services	presently no services for deaf, but want to incorporate it as soon as possible
	Maryland State Department of Transportation	mass transit transportation, transportation services	no services for deaf
	Maryland State Division of Vital Records	registers birth and deaths, marriages and divorces	no services for deaf, depend on writing
	University of Maryland Cooperative Extension Service	continuing education, information & referral services	provide interpreters for deaf people and have special classes for deaf
	Direct Search for Talent	motivate young adults into appropriate post-secondary education programs; provides some financial aid	no services available for deaf but interested once community college program for deaf is initiated

Type of Agency	Name of Agency	Description of Services	Services for Deaf
Information and Referral Services (cont'd.)	United States Social Security Administration	programs for retired, disabled, handicapped; public information	some staff knows sign, they provide interpreter if appointment made in advance SSI available for deaf people
	Internal Revenue Service	federal income tax agency	provides TTY service for deaf, some staff signs
Religious and Social	Catholic Deaf of Baltimore	religious and social services, pastoral counseling	staff knows sign and has TTY service all services provided for deaf
Self-Help Groups	Alcoholics Anonymous Intergroup office	help alcoholics stop drinking	no services for deaf, no staff signs, no TTY service
	Raft House, Inc.	help alcoholics stop drinking, counseling and health services	no services for deaf, no staff signs, no TTY service
	WAIA Headquarters	help alcoholics stop drinking, help them solve their problems	discontinued TTY service for financial reasons, one deaf group to provide services
Hotlines	Contact Baltimore, Inc.	counseling center with hotline	TTY service beginning Spring, 1977; counseling available to deaf; special training on TTY and in deafness
	Grassroots, Inc.	Counseling center with hotline	trained workers in deafness, if finances allow will get TTY, one worker knows sign
	Hotline for the Deaf	emergency hotline	TTY service, workers trained in deafness
	Prince George's Hotline	emergency hotline	TTY service, workers trained in deafness
	Focalo, Inc.	hotline, and street counseling	one woman knows manual alphabet; no training in deafness
Speech and Hearing Centers	Loyola College Speech and Hearing Center	comprehensive speech and hearing clinic services	no services for manual deaf complete services for oral deaf
	Johns Hopkins Hospital Hearing and Speech Center	comprehensive speech and hearing clinic services	some workers know sign
	Howard University Speech and Hearing Clinic	comprehensive speech and hearing clinic services	3 workers know elementary sign
	Hearing and Speech Agency of Metropolitan Baltimore	comprehensive speech and hearing clinic services	some workers know sign
	Greater Baltimore Medical Center Speech and Hearing Clinic	comprehensive speech and hearing clinic services	no staff knows sign; deaf must provide own interpreter
	Towson State University Speech and Hearing Clinic	comprehensive speech and hearing clinic services	some staff knows elementary sign

Type of Agency	Name of Agency	Description of Services	Services for the Deaf
Speech and Hearing Centers (cont'd.)	Catholic University of America Speech and Hearing Clinic	comprehensive speech and hearing services	deaf must provide own interpreter
	Federal City College Speech and Hearing Clinic	comprehensive speech and hearing services	one audiologist knows elementary sign
	George Washington University Speech and Hearing Clinic	comprehensive speech and hearing services	some workers know elementary sign
	Washington Hearing and Speech Society	comprehensive speech and hearing services	staff knows sign
	University of Maryland Speech and Hearing Clinic	comprehensive speech and hearing services	one staff person knows sign
	University of Maryland Hospital Audiology and Speech Service	comprehensive speech and hearing services	staff does not sign
Rehabilitation Services	Montgomery County Society for Crippled Children and Adults, Inc.	diagnostic, evaluation, and rehabilitation services	staff knows sign, have TTY service, some staff trained in deafness
	John F. Kennedy Institute for the Habilitation of the Mentally and Physically Handicapped Child	diagnostic, evaluation, and rehabilitation services	one or two staff members sign; no staff trained in deafness
	Baltimore-Central Maryland League for Crippled Children and Adults, Inc.	diagnostic, evaluation, and rehabilitation services	personal adjustment services for deaf when in job, counseling for deaf, vocational training for deaf all staff has good sign skills, try to get TTY in 1978
	Maryland State Department of Education, Division of Vocational Rehabilitation	Diagnostic, evaluation, and rehabilitation services	some staff trained in deafness some staff knowns sign; comprehensive services for the deaf
Departments of Social Services	Howard County Department of Social Services	public assistance, counseling; day care, medical assistance	deaf must provide own interpreter, want to train staff in sign in future
	Baltimore County Department of Social Services	public assistance, counseling; day care, medical assistance	usually refer client to Baltimore City DSS deaf must provide own interpreter
	Baltimore City Department of Social Services	public assistance, counseling; day care, medical assistance	most services available to deaf, one staff member trained in sign language and deafness
	Anne Arundel County Department of Social Services	public assistance, counseling; day care, medical assistance	they will provide an interpreter; want to train staff in sign in future
	Prince George's County Department of Social Services	public assistance, counseling; day care, medical assistance	some staff knows sign - must have appointment in advance at staff member's convenience

Type of Agency	Name of Agency	Description of Services	Services for the Deaf
Departments of Social Services (cont'd.)	Montgomery County Department of Social Services	public assistance, counseling; day care, medical assistance	deaf must provide own interpreter no services for deaf, but must be served
Departments of Recreation and Parks	Baltimore County Department of Recreation and Parks	maintains park and recreation facilities and coordinates recreational programs	deaf must provide own interpreter - no services for deaf
	Baltimore City Department of Recreation and Parks	maintains park and recreation facilities and coordinates recreational programs	have center for handicapped staff knows sign, begin programs for deaf young adults September 1977
	Anne Arundel County Department of Recreation and Parks	maintains park and recreation facilities and coordinates recreational programs	deaf groups of 3 or more people must apply, then they will provide interpreter; willing to begin training staff in sign language and deafness
	Prince George's County Department of Recreation and Parks	maintains park and recreation facilities and coordinates recreational programs	provide interpreters from Gallaudet College; all programs open to deaf
	Montgomery County Department of Recreation and Parks	maintains park and recreation facilities and coordinates recreational programs	presently working to develop program for deaf people
	Howard County Department of Recreation and Parks	maintains parks and recreation facilities and coordinates recreational programs	provide interpreters from Maryland School for the Deaf, Columbia Campus
Health Departments	Howard County Health Department	comprehensive health and mental health services	deaf must provide own interpreter no staff trained in sign or deafness
	Baltimore County Department of Health	comprehensive health and mental health services	deaf must provide own interpreter no services for deaf
	Baltimore City Health Department	comprehensive health and mental health services	deaf must provide own interpreter no trained staff in sign or deafness
	Anne Arundel County Health Department	comprehensive health and mental health services	deaf must provide own interpreter no trained staff in sign or deafness
	Prince George's County Health Department	comprehensive health and mental health services	one volunteer on Tuesdays knows sign, otherwise no services for deaf
	Montgomery County Health Department	comprehensive health and mental health services	they will provide an interpreter no staff trained in deafness
Public Libraries	Montgomery County Department of Public Libraries	complete library and information services	one branch has TTY, consumer education programs interpreted for deaf; training staff in sign
	Howard County Public Library	complete library and information services	one branch has TTY, some staff knows sign

Type of Agency	Name of Agency	Description of Services	Services for the Deaf
Public Libraries (cont'd.)	Anne Arundel County Public Library	complete library and information services	training staff in deafness, some staff knows sign, no TTY service
	Enoch Pratt Free Library of Baltimore City	complete library and information services	some staff knows sign, presently no TTY service, but possibly get it in future
	Baltimore County Public Library	complete library and information services	deaf must provide own interpreter no services for deaf
	Prince George's County Memorial Library	complete library and information services	have TTY service, some staff knows sign
Police and Correctional Services	Maryland State Police	comprehensive police services	have TTY at Headquarters in Pikesville, no staff trained in sign or deafness
	Baltimore County Police Department	comprehensive police services	no TTY service, wives of 3-4 men know sign and are on call
	Baltimore City Police Department	comprehensive police services	no TTY service, mainly depend on writing, few staff know sign language
	Metropolitan Police Department	comprehensive police services	some staff trained in sign language and deafness, have TTY service
	Montgomery County Police Department	comprehensive police services	2 workers know sign language, mainly depend on writing, no TTY service
	Howard County Police Department	comprehensive police services	some staff knows sign and trained in deafness, trying to get TTY
	Anne Arundel County Police Department	comprehensive police services	no services for deaf, no TTY service no staff trained in sign or deafness
	Prince George's County Police Dept.	comprehensive police services	have TTY service some staff knows sign
	District Courts of Maryland	handles traffic cases, criminal misdemeanors, some felonies and civil cases	court must provide interpreter no staff trained in sign or deafness
	Maryland State Department of Public and Correctional Services	handles parole and probation hearings and cases	no staff trained in sign or deafness deaf must provide own interpreter

Type of Agency	Name of Agency	Description of Services	Services for Deaf
Abortion & Family Planning Counseling	Hillcrest Clinic and Counseling Service	comprehensive women's clinic including counseling and women's medical services and abortions	no service for deaf - everything must be written, interested in program
	Women's Medical Center of D.C.	comprehensive women's clinic including counseling and women's medical services, and abortions	will add TTY Feb., 1977 train volunteers from Galldaudet College continuing education at Gallaudet College specialized workers in deafness & sign language
	Maryland Children's Aid and Family Service Society. Inc.	general counseling and family life enrichment	no services for deaf deaf provide own interpreters
	Childbirth Education Association of Baltimore	courses in childbirth preparation, pre-and post-natal exercises	no services for deaf, deaf provide own interpreter
	Family and Child Services of Washington DC.	family counseling, adoption services	no services for deaf, deaf provide own interpreter
	Planned Parenthood Association of Maryland, Inc.	family planning, abortions, counseling, birth control & birth control counseling	they are interested in helping and will provide an interpreter, no specialized workers in deafness
	Parent and Child, Inc.	childbirth preparation, general information on child-rearing and pregnancy	no services for deaf, deaf must provide own interpreter
Hospitals and Mental Services	Howard University Hospital	medical, surgical and emergency services	hospital provides interpreter
	Howard County General Hospital	medical , surgical and emergency services	hospital provides interpreter, no specialized personnel
	Greater Southeast Community Hospital	medical, surgical psychiatric obstetric and emergency services	no specialized workers, hospital provides interpreter
	Greater Baltimore Medical Center	emergency, in-patient and out-patient services	social service worker trained in sign language and deafness on call 24 hrs/day
	Good Samaritan Hospital	special medical, surgical and rehabilitation services	no specialized workers, deaf must provide interpreter
	University of Maryland Hospital	medical, surgical and emergency services	provide volunteer interpreters, no specialized staff
	St. Elizabeth's Hospital	comprehensive mental health services.	specialized workers, staff members known sign, comprehensive mental health services for deaf
	Maryland State Mental Hygiene Administration	controls and directs all state facilities, licenses all public and private facilities	no specialized programs for deaf; no pressure placed on facilities to provide services for deaf

A Conference on Deafness

for Community College Personnel

Judy (Athey) Harkins, Project Coordinator

Feasibility Study of Postsecondary

Education for Deaf People

APPENDICES

Brochure . . . . . Appendix A

Program. . . . . Appendix B

Letter of Invitation . . . . . Appendix C

List of Handouts . . . . . Appendix D

Instructions for Communication Workshop Group Leaders. . . Appendix E

Keynote Address. . . . . Appendix F

Evaluation Summary . . . . . Appendix G

Copy of Question Form. . . . . Appendix H

List of Participants . . . . . Appendix I

Conference on Deafness

In order to plan for a program for deaf students, community colleges need to have some knowledge about the handicap and its implications for service delivery in various programs. Obviously, it is not feasible to educate all of the staff of all community colleges before beginning to plan a program, but a core of knowledgeable personnel at each college will provide a basis for relating the needs of deaf people to the characteristics of the various institutions.

One of the project objectives was to conduct several deaf awareness conferences for community college personnel in Maryland. This objective was changed to one statewide conference to increase cost effectiveness and assure the availability of presenters. There was also a time consideration, since the conference(s) would have to take place before the end of the academic year.

Planning. Initial planning for the conference was done by Rebecca Morris (then a student at Western Maryland College), James S. Smith (Associate Dean for Occupational Training at Howard Community College), and the project coordinator.

Input was obtained from selected Howard Community College administrative staff regarding questions they had about serving deaf students. Rebecca Morris called several directors of programs for deaf students to ask, "If you could begin again, what would you want your host institution to know?". Based on advice given by these sources, a proposed program was designed and reviewed by the project advisory committee.

After some consideration, a location close to the college (the Loyola Conference Center) was chosen as the site for the conference, which was administered by Howard Community College's Office for Special Programs.

Since Columbia is centrally located in Maryland, it is a good location for statewide conferences. The registration fee was kept low to encourage maximum participation by the colleges. For $2, each participant received conference registration, lunch, coffee breaks, and a large packet of materials. A list of these materials is included in the Appendices.

Objectives. The objectives of the conference were:

1. To acquaint participants with the impact of deafness on communication and educational achievement.
2. To describe some of the characteristics of deaf people as a minority group.
3. To give some direct exposure of conference participants with one or more deaf individuals.
4. To describe support services necessary for successful integration of deaf students with normally hearing students in the classroom.
5. To identify potential funding sources for a program for deaf students.

Invitations and Attendance. Invitations and brochures were sent to several staff members from each community college. The participants were selected by James S. Smith according to their function in their respective community colleges. In general, the president, one or more instructional deans, a community service staff member, a dean of student services, and some faculty from each college were asked to attend. The procedure used was to send a letter of invitation to the college president for his college, with copies of the letter sent to staff members listed above. A few other interested people were invited also, but on the whole an effort was made to limit participation to those involved in community college education.

Registrations were very slow in coming in, possibly because of spring recess. Follow-up calls were necessary and proved effective. The final number of participants was seventy, including those assisting with the conference. Fifteen community colleges were represented.

Program. The morning's activities were devoted to a general orientation to the handicap and the afternoon sessions dealt with issues relevant to serving deaf students in Maryland's community colleges.

Following welcomes from various key people in the project, the keynote address was delivered by Dr. McCay Vernon, Professor of Psychology at Western Maryland College and Editor of the American Annals of the Deaf. He described the impact of deafness on education and communication, and related minority group dynamics to deaf people as a minority group.

A film, Swan Lake: Conversations with Deaf Teenagers, showed pre-college age deaf young people talking about their life goals, families, and attitudes about themselves as deaf individuals. Participants then had a coffee break, after which they divided into six small groups to discuss communication and other aspects of deafness. Each small group was led by both a deaf and a hearing professional who had been briefed in advance about the content of the small group sessions.

Demonstrations of the MCM (a portable teletype) before lunch were provided for those participants who were interested. Unfortunately, some interested people missed these demonstrations.

A buffet luncheon in the conference center followed.

The afternoon session consisted of two panels and concluding entertainment. The first panel, four staff members of the National Technical Institute for the Deaf, elaborated on the support team model of integrating deaf students in programs originally designed for hearing students. Panel members were:

Dr. William Hinkle, Director of Professional and Technical Programs; Mr. Tracy Hurwitz, Chairperson of the Support Services Department; Dr. Barry Culhane, Chairperson of General Education, and Mr. John Cox, a support team member.

Funding sources and issues were described by the second panel. Mr. Melvin Ladson discussed funds emanating from the Bureau of Education for the Handicapped as well as issues and trends in postsecondary education for handicapped persons. Ms. Glee Saunders, Educational Program Specialist, spoke about funding through the Office of Education's Division of Vocational Education. Educational support normally available from the Division of Vocational Rehabilitation was described by Mr. Edward Kilcullen, the state consultant for services to deaf clients.

Dr. Steve Millman of the Maryland State Board for Community Colleges described the community college system in Maryland and mentioned still another possible funding source: a charge back system for regional programs whose students come from out of county.

The final event of the day was a most enjoyable sign language presentation by Mary Beth Miller, a well known deaf actress, formerly a member of the National Theater of the Deaf and currently employed at New York University.

Evaluation. Evaluation forms were distributed at the close of the workshop. Thirty one evaluations were returned. As is the case with conferences, many of the participants had left before the end of the day, and some who were present did not fill out the evaluations. A copy of the evaluation form showing a summary of responses is included in the appendices of this report. Generally, reactions to the conference were very favorable. According to the responses, the conference objectives were met. Several constructive suggestions were made and these will be incorporated into later workshops for postsecondary programs which accept the challenge of serving deaf students.

Follow-Up. Short forms entitled, "Do You Have More Questions?" were distributed. These forms enabled participants to leave their specific questions with the project coordinator for an individual response. In addition, a follow-up mailing to each participant will include a list of participants, and copies of the Needs Assessment Report for those who requested one.

APPENDIX A

BROCHURE

THE SILENT MINORITY

DIRECTIONS TO LOYOLA CONFERENCE CENTER
5th FLOOR OF AMERICAN CITY BUILDING

From the Baltimore Metropolitan Area:
From Baltimore Beltway 695, take exit 16 West (Interstate 70N). Drive 7 miles and bear left (South) on US 29. Enter Columbia by the North entrance and continue on Little Patuxent Parkway to the American City Building, a white multi-story building with an overpass walking bridge, on the left.

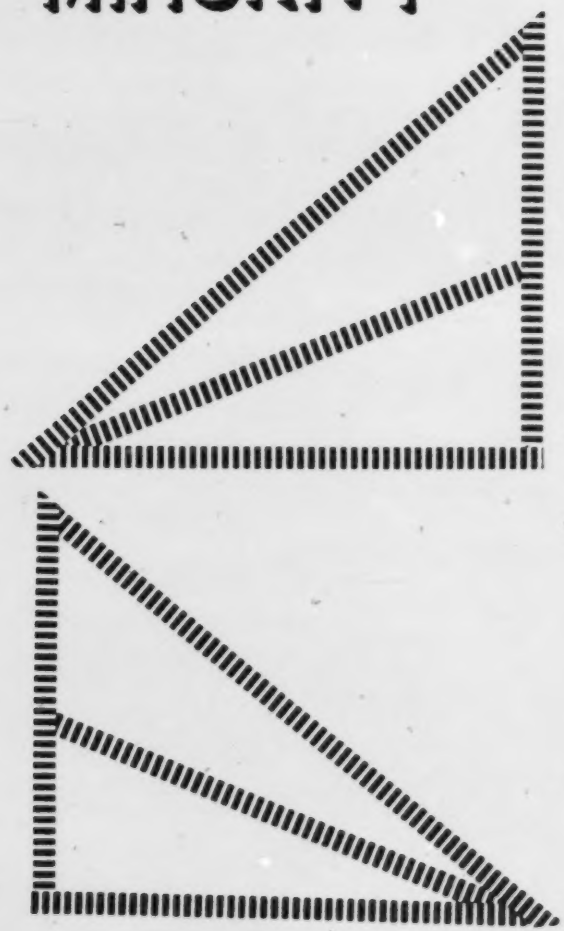
From the Washington, D. C. Metropolitan Area:
Follow I-95 or the Baltimore-Washington Parkway to Route 175 West. Continue on Route 175 into Columbia. The American City Building, a white multi-story building with an overpass walking bridge. will be on your left.

From Western Maryland:
Take US 70 to Route 29 South. Follow 29 to the North entrance to Columbia and continue on Little Patuxent Parkway to the American City Building, a white multi-story building with an overpass walking bridge. on the left.

From the Eastern Shore:
Take US 50 West to Route 2 North. Continue on Route 2 to the Junction of Route 100 toward Baltimore. Follow Route 100 to Route 3 North. Continue on Route 3 to 695-Baltimore Beltway North. Take exit 16 West (Interstate 70) and go 7 miles to Route 29 South. Follow 29 to the North entrance of Columbia. Follow Little Patuxent Parkway to the American City Building, a white multi-story building with an overpass walking bridge, on the left.

HOWARD COMMUNITY COLLEGE
Office of Special Programs
10901 Little Patuxent Parkway
Columbia, Maryland 21044

THE SILENT MINORITY



HOWARD COMMUNITY COLLEGE

REGISTRATION FORM

NAME _____

POSITION _____

COLLEGE OR OTHER AGENCY _____

ADDRESS _____

PHONE NO _____

Deadline for Registration: April 12, 1977

Please return this form with a $2 Registration Fee to:

Office of Special Programs
Howard Community College
10901 Little Patuxent Parkway
Columbia, Maryland 21044

Thank you very much!

THE SILENT MINORITY
Tuesday, April 19, 1977
Loyola Conference Center
5th Floor, American City Building
Columbia, Maryland
Registration: $2
(Includes coffee breaks, lunch, registration and materials)

This one day workshop is designed to provide a basic orientation to the handicap of deafness and its implications for community colleges' credit programs. The information given will also be useful for community service personnel.

Funded by the Division of Vocational Technical Education, Maryland State Department of Education, and administered by Howard Community College, *The Silent Minority* is part of a statewide feasibility study of postsecondary education for deaf people. At present there is no community college program for deaf people in Maryland, and consequently these individuals cannot acquire occupational training without leaving the state. Before this situation can change, it is necessary for key staff members of these colleges to be aware of how they can best serve deaf clients.

PROGRAM

8:30 - 9:00	Registration (Coffee)
9:00 - 9:20	Welcomes *Mr. Jim Smith, Associate Dean for Career Programs, Howard Community College* *Dr. Alfred Smith, President, Howard Community College* *Mrs. Ruth Brown, Staff Specialist, Division of Vocational Technical Education*
9:20 - 9:30	Introduction of Keynote Speaker *Mr. Sheldon Greenberg, Project Director, Lilly Foundation Grant*
9:30 - 10:15	Keynote Speaker *Dr. McCay Vernon, Professor of Psychology, Western Maryland College*
10:15 - 10:30	Film – *Swan Lake: Conversations with Deaf Teenagers*
10:30 - 10:45	Break (Coffee and Pastry)
10:45 - 11:45	Communication Workshops (small group sessions)
12:00 - 1:00	Lunch
1:00 - 2:00	Panel – Support Services Necessary for Deaf Students in a Community College *Dr. Milo Bishop, Assistant Dean of Career Programs, and Staff of the National Technical Institute for the Deaf, Rochester, New York*
2:00 - 2:30	Funding Issues *Mr. Melvin Ladson, Bureau of Education of the Handicapped, United States Office of Education*
2:30 - 3:00	The Community College's Role in Serving Handicapped People *Dr. Steve Millman, Maryland State Board for Community Colleges*
3:00 - 3:30	Sign Language Entertainment
3:30 - 3:45	Wrap-up and Evaluation

HOWARD COMMUNITY COLLEGE
BOARD OF TRUSTEES

Dr. John W. Sundstrom, Chairman
Dr. Charles B. Leonard, Vice Chairman
Mr. Frederick K. Schoenbrodt
Mrs. Gloria Herrera
Dr. John Hamilton
Mr. Andrew N. Adams, Jr.
Mrs. Leola M. Dorsey
Dr. Alfred J. Smith, Jr., Secretary-Treasurer

APPENIDX B

PROGRAM

THE SILENT MINORITY

PROJECT ADVISORY COMMITTEE

Ruth Brown
Frank Bryan
Norma Buemi
Lillian Clark
Edward E. Corbett, Jr.
Dr. David M. Denton
Joseph P. DeSantis
Dr. Roland G. Frank
Gertrude S. Galloway
Bernice Hoeper
Edward T. Kilcullen
Dr. Leonard P. Siger
James S. Smith
Jackie Stover
Dr. McCay Vernon
Judith R. Williamson
Anne Marie Zalewski

HOWARD COMMUNITY COLLEGE

BOARD OF TRUSTEES

Dr. John W. Sundstrom, Chairman
Dr. Charles B. Leonard, Vice Chairman
Mr. Frederick K. Schoenbrodt
Mrs. Gloria Herrera
Dr. John Hamilton
Mr. Andrew N. Adams, Jr.
Mrs. Leola M. Dorsey
Dr. Alfred J. Smith, Secretary-Treasurer

THE SILENT MINORITY

An Orientation to the Handicap of Deafness for Community College Personnel

Tuesday, April 19, 1977

Loyola Conference Center
American City Building
Columbia, Maryland 21044

Sponsored by Howard Community College
with funds from the Division of Vocational Technical
Education, Maryland State Department of Education

COMMUNICATION WORKSHOPS

WORKSHOP LEADERS	ROOM
George Shellem, Director of Career Education, Maryland School for the Deaf Norma Buemi, Counselor, Division of Vocational Rehabilitation	1
Frank Bryan, Principal Maryland School for the Deaf, Columbia Campus Gertrude Galloway, Assistant Principal Maryland School for the Deaf, Columbia Campus	2
Debbie Clark, Total Communication Coordinator, Maryland School for the Deaf Bernice Hoeper, Director of Deaf Community Services, Lutheran Mission Society of Maryland	5
Paula Ottinger, Director of After-School Programs, Maryland School for the Deaf, Columbia Campus Jackie Stover, Liaison Worker, Baltimore City Public Schools	5A
Janet Merrick, Counselor, Division of Vocational Rehabilitation Don Pettingill, Logistics Specialist, White House Conference on Handicapped Individuals	6
Judy Athey, Project Coordinator, Howard Community College Holly Roth, Student, Howard Community College	7

INTERPRETERS

Debbie Clark
Paula Ottinger
Judy Athey

PROGRAM

8:30 - 9:00	Registration (Coffee)
9:00 - 9:30	Welcomes James S. Smith, Associate Dean of Career Programs, Howard Community College Dr. Alfred Smith, President, Howard Community College Mrs. Ruth Brown, Staff Specialist, Division of Vocational Technical Education Introduction of Keynote Speaker Sheldon Greenberg, Project Director, Lilly Foundation Grant
9:30 - 10:15	Keynote Speaker Dr. McCay Vernon, Professor of Psychology, Western Maryland College and Editor, *American Annals of the Deaf*
10:15 - 10:30	Film – *Swan Lake: Conversations with Deaf Teenagers*
10:30 - 10:45	Break (Coffee and Pastry)
10:45 - 11:45	Communication Workshops (small group sessions)
12:00 - 1:00	Lunch
1:00 - 2:00	Panel – Support Services Necessary for Deaf Students in a Community College Dr. William Hinkle, Director of Division of Technical and Professional Education, and staff of the National Technical Institute for the Deaf, Rochester, New York
2:00 - 2:30	Funding Issues Melvin Ladson, Program Coordinator, Bureau for the Handicapped, United States Office of Education
2:30 - 3:00	The Community College's Role in Serving Handicapped People Dr. Steve Millman, Assistant Executive Director, Maryland State Board for Community Colleges
3:00 - 3:30	Sign Language Entertainment Mary Beth Miller, New York University
3:30 - 3:45	Wrap-up and Evaluation

APPENDIX C

LETTER OF INVITATION

THE SILENT MINORITY

howard community college

March 14, 1977

Columbia, Maryland 21044
1-301-~~730-8000~~
992-4837

Dear Dr. _____:

On April 19, 1977, Howard Community College will sponsor a one-day conference on deafness for staff members of Maryland's community colleges. The conference is part of a statewide study of the feasibility of opening community college credit programs to deaf citizens.

The goals of the conference are: 1) to give participants an increased awareness of the implications of deafness for communication and education; 2) to inform participants about how deaf students can be integrated into classes initially designed for hearing students; 3) to expose participants to deaf individuals and sign language; and 4) to give basic information on funding and civil rights issues.

We are very interested in having the participation of _____ Community College at the Conference. We hope you will attend, and we have taken the liberty of specifying the administrative staff members we would like to attend. As an invitation, a copy of this correspondence and the enclosed brochure are being sent to the individuals listed below. In addition, we are asking the Dean of Instruction to select two faculty members to participate.

The registration fee of $2 covers lunch, a coffee break, and conference materials. We have kept the fee as low as possible to encourage maximum participation.

Handicapped people are our most recently recognized minority group; civil rights provisions in the Rehabilitation Act of 1973 have implications for institutions of higher education. Please take advantage of this opportunity to learn how deaf people can be served by community colleges.

Sincerely,

Judy Athey, Project Coordinator
Feasibility Study of
Postsecondary Education for
Deaf Students

JA/jh
Enclosure

APPENDIX D

LIST OF HANDOUTS

THE SILENT MINORITY

LIST OF HANDOUTS
The Silent Minority: A Conference on
Deafness for Community College Personnel in Maryland

1. Welcome to the Quiet Life: An Orientation Manual for Teachers (and Trainers of Teachers) of Deaf Adults, by Robert A. Luke

2. Stuck for the Right Word?

3. Deafness Briefs: Information on Deaf Adults

4. You and Your Deafness

5. A Look At American Sign Language

6. A Look At Finger Spelling

7. Principles Basic to the Establishment and Operation of Postsecondary Programs for Deaf Students; Conference of Executives of American Schools for the Deaf, June, 1973. Editor, E. Ross Stuckless, Ph.D.

8. Listing of Sign Classes in Maryland

9. Sign Charts (ABC Cards)

NOTE: Handbook #1 may be obtained from the Center for Continuing Education, Gallaudet College, Washington, D.C.

Booklets #2 thru #6 may be obtained from the Public Service Programs, Gallaudet College, Washington, D.C.

Publication #7 may be obtained from the Conference of Executives of American Schools for the Deaf, National Office, Washington, D.C.

APPENDIX E

INSTRUCTIONS FOR COMMUNICATION WORKSHOP GROUP LEADERS

Communication Workshops - Instructions
for Group Leaders
Deaf Awareness Conference - April 19, 1977

The purpose of the one hour, small group communication workshops is to give a general orientation to the implications of hearing loss in communication. Each workshop will be conducted by two leaders: one deaf or hard-of-hearing, and one hearing.

In discussing the topics, leaders should keep the tone informal, and share responsibility for instructing the group. Deaf leaders may want to draw on personal experiences to give the presentations some color. Hearing leaders will interpret questions from the audience (which should number from 15 to 30 participants per group) for his or her deaf partner. If necessary, the hearing leader will reverse interpret for the deaf leader. All workshop leaders should use total communication while addressing the group.

Leaders should emphasize the abilities rather than disabilities of deaf people. However, it would be misleading to gloss over the implications of hearing loss in reading and writing skills. Try to give a balanced picture and stimulate discussion.

Topics to be covered:

1) What hearing loss sounds like: tape recording
2) An unfair hearing test: tape recording
3) Profound deafness: impact on
    a) speech
    b) language development
    c) reading
    d) writing
4) Preferred communication methods
    a) misconceptions about and problems with lipreading
    b) sign language
    c) fingerspelling
    d) note-writing
5) Question and answer, discussion

Granted, you could teach an entire course on these topics. However, certain basic facts familiar to all of us can be presented in one hour. There is a fifteen minute lag between the end of the session and the beginning of the lunch hour, so if you run overtime, don't sweat it. If your group is a dud and you finish early, you can always teach them the ABC's.

APPENDIX F

KEYNOTE ADDRESS

COMMUNITY COLLEGES AND DEAFNESS

BY McCAY VERNON, Ph.D.

Community Colleges and Deafness
by McCay Vernon, Ph.D.
(Keynote Address at The Silent Minority; a conference on deafness for Maryland's community college personnel, April 19, 1977)

This meeting represents a national and historic first for community colleges and for the field of deafness. It is the first time ever that the community colleges of an entire state have come together as a group to examine the needs of the deaf population. It is a tremendous credit to Maryland Community Colleges in general; to Dr. Alfred Smith, President, and Mr. James Smith, Associate Dean of Howard Community College, and to Ms. Judy Athey, Mrs. Ruth Brown, and Mr. Sheldon Greenberg who have been directly involved in the planning for serving deaf people in community colleges that has brought us here today. Other states may be ahead of Maryland in that some have individual isolated community college programs for deaf students, but Maryland is the first state to go about the development of services in its community college system in a carefully planned and organized way.

There is a certain irony to the fact that the field of deafness and the community college movement have not had a closer relationship over the years because the major need of deaf youth and adults for career preparation is postsecondary training at levels below that of the four year college. Although only 9.4 percent of deaf people ever graduate from college, a hugely disproportionate amount of State Division of Vocational Rehabilitation client services money is devoted to these few. Likewise comparatively huge Federal sums have been committed to the construction and operation of four year colleges and college programs, whereas, government investment and training facilities for the other 90 percent of deaf people are meagre. This is not intended as a criticism of the Division of Vocational Rehabilitation because there have been few educational programs to enable DVR to invest its money more effectively. Nor is it an objection to four year colleges.

The need of deaf people for community college services becomes even more evident if we look at the nature of the deaf population. Let's make this examination in terms of three key variables or characteristics.

Some Major Traits of Deaf People

Intelligence. Intelligence is normally distributed among the deaf population. Proportionately there are just as many deaf geniuses as there are retarded persons. In fact, genetically deaf people have higher than normal intelligence. Their mean I.Q. is 110. (Brill, 1962).

The implications of deafness for community colleges then are very positive. Most deaf people have the intelligence to benefit from the programs they have to offer.

Education. However, the overall educational picture is not so encouraging. Although there are some deaf professionals and Ph.D.'s, these are relatively few. As an example of a deaf professional we have with us today a very talented deaf professional actress, Ms. Mary Beth Miller, who will be entertaining you later. However, only some 5% of deaf youth who leave school at age 16 or older have a 10th grade educational achievement level. Some 60% are grade level 5.3 or below and 30% are functionally illiterate. Low overall reading comprehension scores are the most difficult aspect of the basic problem.

Implications

There are three major implications for community colleges. One is that it will be the terminal technical-vocational aspects of their programs which will benefit deaf people most, not the academic curricula geared to prepare students to move on into four year colleges.

A second implication is that remedial and supportive services will be needed if deaf students are to be successful.

Third, community colleges must ask themselves the very tough question of how low an educational level of deaf student they can serve effectively in their vocational-technical programs. This is the "bottom line" question in so far as deaf people are concerned, because it is a major determiner of the percent of deaf people who will be able to benefit from community colleges.

Communication

Let's back up a bit and ask the question, "If the deaf population has a normally distributed I.Q., why do they do so poorly in terms of academic achievement levels?" The reason is lack of communication. The communication problem is at the very heart and essence of the handicapping dimension of deafness. It is sole reason that deaf students coming to a community college would need highly specialized services. Therefore, we will take a careful overview of five fundamental aspects of communication.

Reading and Writing. First there is the reading and writing dimension. To deaf people, English is a foreign language. Many of us have struggled for years to learn a foreign language without ever really mastering it. Sometimes people ask, "Why don't deaf people read?" They don't read for the same reasons that you and I do not pick up a book in French or Russian for our leisure reading. We do not know these languages well enough to make reading satisfying.

Speech. A second dimension is speech. The person born deaf never develops normal speech. My wife is deaf. If you are used to her speech, you may be able to understand her. However, if you were not used to her speech, communication would be very difficult. The problem is that deaf people can't hear themselves speak. Thus they cannot monitor their speech. For example, a deaf person in a noisy restaurant has no way of knowing if he's talking loud enough to be heard.

I have a southern accent, and I can't help it; I would much prefer that my speech would make you think I am from Harvard. If I, despite my normal hearing, can't change my speech, how can we expect a deaf person to speak normally?

Lipreading. Lipreading is another dimension of communication. Most deaf people comprehend only 5% of communication through lipreading alone. Research shows that even the best lipreaders get only 26% of what is said through lipreading, and these are hearing people. Why is it that hearing people lipread better than deaf people who have had years of training? Hearing people learn lipreading by conditioning, associating the sound of the word with the lip movement. Deaf people do not have the same advantage.

A major problem with lipreading is that 40-60% of the sounds of English look the same on the lips. The sounds 'b' and 'p' look alike on the lips; 'd' and 't' look alike; "I love you" and "I'll have a few" look alike (you can get into a lot of trouble that way).

There are a few deaf people who are very proficient in speech and lipreading just as Jascha Heifetz is very proficient on the violin. Without taking anything away from Mr. Heifetz, we cannot expect every child who has violin lessons to grow up to be a virtuoso. The same principle applies to deaf children.

Sign language. A fourth aspect of communication for deaf people is sign language. Sign language does not have the same word order that English has, just as French and German have different word orders from English.

Fingerspelling. A final dimension of communication is fingerspelling. In fingerspelling, each letter of the alphabet can be represented on the hand. Fingerspelling is like writing in the air.

Given these 5 dimensions of communication for deaf people what are the implications for community colleges? The communication problem and the overall educational level of deaf students means that if these students are to be served in a community college there must be a support system for them which would consist of

Interpreters: The function of the interpreter is to translate the lecture and discussion in a classroom into sign language. Interpreters must be present in every class if tne deaf student needs one.

Notetakers: Because deaf students must get all instructional information through vision, they cannot take notes. When they look down to write, they miss what is said in the meantime. Therefore, someone in the class must take notes for deaf students.

Tutors: Tutors help deaf students overcome the educational and linguistic problems encountered in academic coursework.

Other staff may include counselors trained to work with deaf people and instructors to teach special classes and sign language classes.

Thus far we have looked at three major characteristics of the deaf population, intelligence, educational level, and communication. Their implications for community colleges have been considered.

Training Areas

Next let's take a cursory look at occupations which are appropriate for deaf people which also meet the following criteria:

1. They require training.
2. The training they require is of a type that can be provided by community colleges.
3. The occupations involved do not require hearing, as a telephone operator or piano tuner.
4. The occupations are those for which demand is increasing over the next ten year period.

The suggested training areas to be discussed are not intended to limit deaf people or stereotype them into a few programs or jobs. The occupations which deaf people can master are virtually limitless. The suggested areas which follow are merely an attempt to put some logic into where money is spent.

A major area is office work including clerks, bookeepers, office machine operators, computer key punchers and computer operators.

· Another area is construction trades such as bricklayer, carpenter, elevator mechanics, lathers, joiners, and ironworkers.

· A third occupational category is the scientific technical area. Examples are surveyor, electornic technician, and weather technician.

· Mechanics and repairers are another appropriate occupational area. Refrigeration mechanics, auto mechanics, watch and jewelry repair persons are examples in this field.

· Health occupations are a fifth category. Dental assistant, EKG technician and tissue technician are examples in this fast growing field.

The Silent Minority

Having taken a cursory look at some major characteristics of deaf people and at some occupational areas appropriate for community colleges and for deaf students, let's consider the theme of this conference which is "The Silent Minority". Let us consider deaf people as a minority group. This perspective is fascinating because when we apply principles of minority group dynamics to deaf people some remarkable insights result.

Consider the characteristics of successful minority groups as opposed to unsuccessful minority groups. Mormons, Jews, and Chinese-Americans represent successful minorities. In education, these people either place themselves in influential positions or provide their own schools to assure the kind of education they want. They have more years of education per person than the Caucasian majority.

Deaf people are in the same situation as other unsuccessful minorities. Traditionally, hearing people have made decisions regarding the education of deaf people. The feasibility study in deafness has not repeated this mistake. The advisory committee to the project consists of deaf persons, parents of deaf children, and others.

Summary

To summarize, some 90% of the deaf population is now in need of vocational-technical type education and training. Of this 90% perhaps 30% lack the educational background for community college work. This leaves upwards of 60% of deaf people in need of the kinds of programs community colleges offer. Were the deaf not such a silent minority they would have long ago been served by community colleges. Then this historical meeting would have occurred a decade ago, instead of today.

Quality programs for deaf people will not be cheap but properly conceived and implemented they will not be an expense to the state of Maryland but instead, will represent an investment in the most precious resource the state has --- its people.

M. Vernon is a professor of psychology at Western Maryland College, Editor of the American Annals of the Deaf, and a prolific author of articles and books on deafness. He has been internationally recognized through numerous awards for his work as an advocate of deaf people.

APPENDIX G

EVALUATION SUMMARY

THE SILENT MINORITY

The Silent Minority
Conference on Deafness for Community College Personnel
Evaluation

(Participants who had extensive knowledge prior to the workshop were not included in the summary of the first two items)

Please rate your general knowledge about the handicap of deafness prior to the conference.

No Knowledge 1 2(0) 3 4 5 6 7 Extensive Knowledge

Please rate your general knowledge about the handicap of deafness after having attended the conference.

No Knowledge 1 2 3 4(0)5 6 7 Extensive Knowledge

As a result of the conference, how would you rate your understanding of the following:

Deaf people as a minority group	No Understanding	1	2	3	4	5	(6)	7 Much Greater Understanding
The impact of deafness on oral communication	No Understanding	1	2	3	4	5	(6)	7 Much Greater Understanding
The impact of deafness on reading and writing	No Understanding	1	2	3	4	5	(6)	7 Much Greater Understanding
Methods of communication used by deaf individuals (sign language, finger-spelling, speech, lipreading, writing, etc.)	No Understanding	1	2	3	4	5	(6)	7 Much Greater Understanding
Methods used by deaf people to communicate by telephone	No Understanding	1	2	3	4	(5)	6	7 Much Greater Understanding
Support services which enable community colleges and other postsecondary programs to serve deaf students integrated into the hearing classroom	No Understanding	1	2	3	4	5	(6)	7 Much Greater Understanding
Possible funding sources for a program for deaf students	No Understanding	1	2	3	4	(5)	6	7 Much Greater Understanding

The physical accomodations were: (28)Excellent (3)Good ( )Fair ( )Poor

The most valuable portion of the program was:

See attached sheet

The least valuable portion of the program was:

See attached sheet

Other Comments:

See attached sheet

The Silent Minority
Conference on Deafness for Community College Personnel
Evaluation

Evaluation of items 5, 6, and 7.

5. The most valuable portion of the program was:

   Entertainment; communication workshops; excellent attitude and open discussion; meeting NTID faculty; keynote speaker; funding issues; excellent program from beginning to end; introduction and welcomes; all were equally valuable; entire program; diversity of content and speakers

6. The least valuable portion of the program was:

   Well done, can't say; all valuable; funding panel; State and Federal officials; NTID presentation was repetitive but valuable; NTID presentation too lengthy; TTY not demonstrated to all

7. Other comments:

   Well done; learned a lot; enjoyed entertainment; liked to have heard from deaf students being serviced by vo-tech programs in community colleges; do theories of pedagogy and andragony apply to deaf as they do to hearing?; excellent program; rewarding day; planning and execution of meeting was excellent; would have enjoyed more interaction and information exchange among participants; would have been better to have a moderately active activity after lunch; can participants addresses be circulated?; smoothest running, well organized conference ever attended; perhaps deaf person on program with McCay Vernon; appreciate elimination of interpreting for speakers who know how to sign

APPENDIX H

COPY OF QUESTION FORM

THE SILENT MINORITY

DO YOU HAVE MORE QUESTIONS?

The topics covered in The Silent Minority may have raised unanswered questions in your mind. If you have questions about deafness or about serving deaf students in a postsecondary program, please note them below and leave your name, address, and phone number. I will be happy to discuss them with you.

Thank you for attending The Silent Minority.

Judy Athey
Project Coordinator

Questions: _____

_____

_____

_____

Name: _____

Address: _____

_____

Phone: _____

APPENDIX F

KEYNOTE ADDRESS

COMMUNITY COLLEGES AND DEAFNESS

BY McCAY VERNON, Ph.D.

The Silent Minority
CONFERENCE PARTICIPANTS

Cathy Abernathy	Intern, Counseling Center University of Maryland College Park, Maryland 20742
Judy Athey	Project Coordinator, Feasibility Study of Postsecondary Education for Deaf Students Howard Community College Columbia, Maryland 21044
Daniel E. Bock	Counselor Hagerstown Junior College 751 Robinwood Drive Hagerstown, Maryland 21740
Marion Bonaparte	Assistant of the Dean of Faculty Community College of Baltimore Lombard Street at Market Place Baltimore, Maryland 21202
Ruth C. Brown	Maryland State Department of Education P.O. Box 8717 Baltimore-Washington Airport Baltimore, Maryland 21240
Frank Bryan	Principal Maryland School for the Deaf Columbia Campus Rt. 175 and Old Montgomery Road Columbia, Maryland 21045
Norma Buemi	Rehabilitation Counselor for the Deaf Division of Vocational Rehabilitation Room 306 5809 Annapolis Road Bladensburg, Maryland 20710
Paul R. Cerar	Assistant Dean for Continuing Education Harford Community College 401 Thomas Run Road Bel Air, Maryland 21017
Debbie Clark	Maryland School for the Deaf 101 Clarke Place Frederick, Maryland 21701
Lillian H. Clark	Advisory Committee, Feasibility Study of Postsecondary Education for Deaf Students Clarkland Farms Route 108 Ellicott City, Maryland 21043

John Cox	Support Team - Applied Arts National Technical Institute for the Deaf 1 Lomb Memorial Drive Rochester, New York 14623
Barry Culhane	Chairperson, General Education Support Team National Technical Institute for the Deaf 1 Lomb Memorial Drive Rochester, New York 14623
Malcolm Davies	Director, Engineering and Marine Technology Community College of Baltimore Lombard Street at Market Place Baltimore, Maryland 21202
Herm Davis	Director, Student Financial Aids Rockville Campus Montgomery Community College Rockville, Maryland 20850
Joseph T. Doyle	Associate Dean of Students Takoma Park Campus Montgomery Community College Takoma Park, Maryland 20012
Toby Epstein	Mainstreaming Facilitator for the Deaf Baltimore City Public Schools 2921 Stranden Road Randallstown, Maryland 21133
Roland G. Frank	Director, Community Education Development Office 207 College Hall Gallaudet College 7th and Florida Avenue, N.E. Washington, D.C. 20002
Jack W. Friedman	Assistant Dean of Faculty Community College of Baltimore Lombard Street at Market Place Baltimore, Maryland 21202
Gertrude Galloway	Vice Principal Maryland School for the Deaf Columbia Campus Rt. 175 and Old Montgomery Road Columbia, Maryland 21045

Emanuel Golden	Liaison Associate Baltimore City Public Schools Division of Exceptional Children 2300 North Calvert Street Baltimore, Maryland 21218
Sheldon Greenberg	Howard County Police Department 3410 Court House Drive Ellicott City, Maryland 21043
Lynne Harrison	Counselor Rockville Campus Montgomery Community College Rockville, Maryland 20850
Celeste Herse	Maryland School for the Deaf 101 Clarke Place Frederick, Maryland 21701
William Hinkle	Director of Professional and Technical Programs National Technical Institute for the Deaf 1 Lomb Memorial Drive Rochester, New York 14623
Bernice Hoeper	Director Deaf Community Services Lutheran Mission Society of Maryland 1201 South Charles Street Baltimore, Maryland 21230
Maureen Hoeppel	Instructor-Test Center Howard Community College Columbia, Maryland 21044
Murray K. Hoy	Admissions Officer & Registrar Chesapeake College Wye Mills, Maryland 21679
Tracy Hurwitz	Chairman, Support Services Department National Technical Institute for the Deaf 1 Lomb Memorial Drive Rochester, New York 14623
Edward T. Kilcullen	Maryland State Department of Education Division of Vocational Rehabilitation P.O. Box 8717 Baltimore-Washington Airport Baltimore, Maryland 21240
Nancy Krupnick	Vocational Rehabilitation Counselor 255 North Washington Street #405 Rockville, Maryland 20850

Kenneth L. Kuester	Supervisor of Field Services Maryland Division of Vocational Rehabilitation P.O. Box 8717 Baltimore-Washington Airport Baltimore, Maryland 21240
Melvin Ladson	Bureau of Education for the Handicapped Room 3121 Donohoe Building 400 Maryland Avenue, S.W. Washington, D.C. 20202
Nancy Lawhon	Coordinator - Single Step Program for Handicapped Adults Dundalk Community College 7200 Sollers Point Road Baltimore, Maryland 21222
Sister Helen Lawrence	Dean Villa Julie College Greenspring Valley Road Stevenson, Maryland 21153
Debbie London	Director of Dance Program Community College of Baltimore 2901 Liberty Heights Avenue Baltimore, Maryland 21215
Linda McCagh	Counselor Allegany Community College Cumberland, Maryland 21502
Janet Merrick	Vocational Rehabilitation Counselor Maryland School for the Deaf 101 Clarke Place Frederick, Maryland 21701
Mary Beth Miller	New York University Deafness Research and Training Center 80 Washington Square, East New York, New York 10003
Steve Millman	Assistant Executive Director Maryland State Board for Community Colleges The Jeffrey Building 16 Francis Street Annapolis, Maryland 21401
Christine Moore	Dean, Student Services Community College of Baltimore Lombard Street at Market Place Baltimore, Maryland 21202

Rebecca Morris	Box 874 Western Maryland College Westminster, Maryland 21157
Jim Morrison	Student Development Division Frederick Community College Frederick, Maryland 21701
Don Moss, M.D.	Director, Mental Health Clinic University Health Service University of Maryland College Park, Maryland 20742
William E. Muller	Instructor of Reading Hagerstown Junior College 751 Robinwood Drive Hagerstown, Maryland 21740
James Murtha	Chairman, Student Development Division Harford Community College Bel Air, Maryland 21041
Paula Ottinger	Director of After-School Programs Maryland School for the Deaf Columbia Campus Rt. 175 and Old Montgomery Road Columbia, Maryland 21045
Don Pettingill	Logistics Specialist White House Conference on Handicapped Individuals 1832 M Street Suite 801 Washington, D.C. 20036
Bill Philipp	Coordinator, Programs for Special Populations Division of Continuing Education Catonsville Community College 800 South Rolling Road Baltimore, Maryland 21228
Donna L. Poorman	Interim Coordinator for Continuing Education Chesapeake College Wye Mills, Maryland 21679
Charles W. Reinhardt, II	Director, Division of Social Services and Public Services Community College of Baltimore Lombard Street at Market Place Baltimore, Maryland 21202

James R. Rojahn	Chairman, Human Development Division Essex Community College Baltimore, Maryland 21237
Holly Roth	9270 K Livery Lane Laurel, Maryland 20810
Glee Saunders	United States Office of Education/BOAE Room 5110 ROB #3 7th and D Streets, S.W. Washington, D.C. 20202
Christine Sawyer	Coordinator, Career Placement Howard Community College Columbia, Maryland 21044
Thomas D. Sepe	Harford Community College 401 Thomas Run Road Bel Air, Maryland 21014
W.A. Seth	Student Personnel Division Chesapeake College Wye Mills, Maryland 21679
George Shellem	Career Education Coordinator Maryland School for the Deaf 101 Clarke Place Frederick, Maryland 21701
David Shore	Associate Dean - Instructional Development Prince George's Community College Largo, Maryland 20870
Leonard Siger	Division of Exceptional Children Department of Education 2300 North Calvert Street Baltimore, Maryland 21207
Sandra Siger	Teacher - Baltimore City Public Schools 5225 Brook Way Columbia, Maryland 21044
Alfred Smith	President Howard Community College Columbia, Maryland 21044
James S. Smith	Associate Dean of Career Programs Howard Community College Columbia, Maryland 21044
Jackie Stover	Liaison Worker for the Deaf Baltimore City Public Schools 8233 Sherbrooke Court Millersville, Maryland 21108

Gerald Teague	Supervisor, Bureau of Educational Research College of Education University of Maryland College Park, Maryland 20742
Richard M. Turner, III	Dean of Faculty, Harbor Campus Community College of Baltimore Lombard Street at Market Place Baltimore, Maryland 21202
John Van Brunt	Assistant Director Counseling Center University of Maryland College Park, Maryland 20742
McCay Vernon	Professor of Psychology Western Maryland College Westminster, Maryland 21157
Beverly Wilcox	Learning Counselor Allegany Community College Cumberland, Maryland 21502
Ann Marie Zalewski	Cluster Chairperson, Learning Lab. Howard Community College Columbia, Maryland 21044